



**AFAM 1301: Race, Class, and Gender in America
Spring 2024**

General Course Information

Information Item	Information
Instructor:	Dr. James Thomas Jones III
Section # and CRN:	P03 25322
Office Location:	George R. Woolfolk Building #320
Office Phone:	936-261-3204
Email Address:	JTJones@pvamu.edu
Office Hours:	TR 8:00 – 11:00 --- By Appointment (Zoom Session)
Mode of Instruction:	In Person
Course Location:	Agriculture & Business Bldg. #221
Class Days & Times:	TR 12:30 pm – 1:50 pm
Catalog Description:	This survey-based course examines the theoretical and historical impact of race, gender, and class in American society.
Prerequisites:	N/A
Co-requisites:	N/A
Required Text(s):	Achebe, Chinua --- <i>Things Fall Apart</i> Malcolm X --- <i>The Autobiography of Malcolm X</i> as told to Alex Haley
Recommended Text(s):	

Student Learning Outcomes:

	Upon successful completion of this course, students will be able to:	Program Learning Outcome #	Core Curriculum Outcome Alignment

		Alignme nt	
1	Learn basic facts of the African American experience.	1	Critical Thinking
2	Develop an understanding of the myriad issues impacting the African and African American experience and recognize their evolution and impact on Black America and the nation.	2	Critical Thinking
3	Relate present-day issues and experiences to those of the past, in order to provide a better basis for personal responsibilities, appreciating challenges, and possibilities of contemporary times.	3	Communicatio ns
4	Supplement knowledge of sources and methods of learning African American Studies.	4	Personal Responsibility
5	Develop global perspective and social responsibility by recognizing and remarking upon relationships between Black America and the nation.	5	Social Responsibility

Major Course Requirements

ATTENDANCE POLICY

Two unexcused, meaning absences not approved by me in advance, will result in the reduction of your final grade by one letter grade. Three unexcused absences will result in the reduction of your final grade by another letter grade. A failing grade will result from more than three absences. You will be considered absent if you arrive late for or depart early from any class meeting.

Method of Determining Final Course Grade

Course Grade Requirement	Value	Total
1. Mid-Term Examination	20%	100 Points
2. Response Papers	60%	300 Points
3. Final Examination	20%	100 Points
Total:	100%	500 Points

Grading Criteria and Conversion:

A = 500 – 450

B = 449 – 400

C = 399 – 350

D = 349 – 300

F = 299 – 0

Detailed Description of Major Assignments:

Assignment Title or Grade Requirement	Description
1. Mid-Term Examination	The initial examination will cover the African-American experience from Africa through the Great Migration.
3. Final Examination	The final examination will cover the Great Migration to present day.

<p>4. Response Papers (30 Points Each)</p>	<p>As indicated above, response papers in the “Method of Determining the Final Course Grade” section serve as the major element in the evaluation of your performance. Considering the weight that your response papers carry, it is crucial that you do not fall behind in the engagement of readings and videos that you will encounter during this course. I will NOT reopen the submission portals if you miss the deadline; do not put your grade in peril by missing deadlines for any reason.</p> <p>As you already know, this is an unusual moment for all of us and your inability to attend class due to any situation is not an excuse for not engaging your readings/videos and submitting your work on time. Your 300-word response paper must be pasted onto the assigned spot, do NOT upload the file as there is so much that could go wrong with uploaded documents such as formatting problems.</p> <p>All response papers must be submitted prior to the start of class and a hard copy delivered by YOU at the beginning of class. I will not accept hard copies that are not delivered prior to the beginning of class or by someone other than you.</p>
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COURSE PROCEDURES AND ADDITIONAL POLICIES

Taskstream

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. One of your assignments may be required to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. If applicable, more information will be provided during the semester by your department, but for general information, you can visit Taskstream via the link in eCourses.

Classroom Decorum:

A crucial component found in any formula for student success hinges on attendance and attentiveness. It is with the intention of providing students the greatest opportunity to successfully engage materials and navigate their way through this course that the following rules must be followed.

- Students must be present, seated, and attentive prior to lecture beginning. Failure to be seated and prepared for class to begin will result in you being marked absent for the day. There will be no exceptions to this policy.
- During face-to-face sessions, students are expected to silence cell phones and refrain from using them unless they are being used for classroom purposes such as taking notes.
- During virtual meetings, students must have their webcams turned on and be visible for the entire class or assume the risk of being marked absent for the class period.
- Students are expected to signal the professor to ask a question or join classroom discussions during both face-to-face and virtual classes. Extreme measures should be taken to avoid interrupting someone who is posing a question or issue. Failure to adhere to this expectation will result in your being removed for the day.
- Please understand that I will do my best to respond to any questions that are presented in the chatroom, however, there may be times when I am unable to do so as I am also lecturing. If I do not respond to your question, please do not take offense. Simply forward

your inquiry via e-mail and I will respond to it at my earliest convenience.

Semester Calendar

Week	Description
Week One: 1/16 - 20 Topic Description	Africa <i>The foundational history of Africa.</i> The history of Africa and the weaknesses that made it susceptible European penetration.
Week Two: 1/21 - 27 Topic Description	Things Fall Apart <i>A discussion of Chinua Achebe's classic text, Things Fall Apart.</i> We will begin our examination of <i>Things Fall Apart</i> to understand what pre-penetration Africa looked like.
Readings:	<i>Things Fall Apart</i> (Part I)
Week Three: 1/28 - 2/3 Topic Description	Things Fall Apart <i>A discussion of Chinua Achebe's classic text, Things Fall Apart.</i> A discussion of how "things fall apart" for the people of Umofia and its disastrous consequences that directly impacted persons of African descent strewn across the diaspora.
Readings:	<i>Things Fall Apart</i> (Part II)
Week Four: 2/4 - 10 Topic Description	The Trans-Atlantic Slave Trade (Caribbean & Brazil) <i>Discussion of the abduction and forced transportation of persons of African descent across the Atlantic Ocean.</i>
Videos:	<i>The Downward Spiral</i> (Response Paper Required)
Week Five: 2/11 - 17 Topic Description	Jamestown & The Development of Racial Consciousness <i>The dawning of Race in the British Colonies.</i> The selling of Africans to the Jamestown colony is in many ways the genesis of the African American experience in America. We will discuss what occurred and the peculiar position this parcel of men experienced.
Videos:	<i>Goodbye Uncle Tom</i> (Response Paper Required) <i>The Terrible Transformation</i>
Readings:	David Walker --- <i>An Appeal</i> Maria Stewart --- <i>An Address at the African Masonic Lodge</i>
Week Six: 2/18 - 24 Topic	The Peculiar Institution <i>Giving voice to the voiceless.</i>

Description Although filled with copious amounts of irony, many have managed to discuss “the peculiar institution” without addressing the primary actors on this stage, persons of African descent. We will address the lives and issues impacting those men and women who have been intentionally silenced.

Videos: ***Unchained Memories*** (Response Paper Required)

Week Seven: 2/25 The Founding of America (Race, Sex, and Gender)

– 3/2

Topic

Description

The harsh realities of being Black in America at its founding.

There is no more “pregnant” moment for this nation than its founding. At this moment nothing was theoretically impossible or off-limits for those existing within the new nation called America.

Videos: ***Liberty in the Air*** (Response Paper Required)

Frederick Douglass --- *What to the Slave is the Fourth of July*

Week Eight: 3/3 Efforts to Re-Enslave Blacks

– 9

Topic

Description

This week’s discussion will focus on attempts to continue the economic exploitation of emancipated Blacks.

Absent slave labor that enriched the Southern Aristocracy unconscionably, an aggrieved South attempted to re-enslave emancipated Blacks.

Reading: Booker T. Washington – *The Atlanta Compromise*

Videos: ***Slavery by Another Name*** (Response Paper Required)

Minstrel Shows

Mid Term Exam: March 7th (Your examination will not be altered or moved for ANY reason so plan accordingly.)

Week Nine: 3/17 Black Women and The American Century

– 23

Topic

Description

An examination of the Black woman during the American Century.

There is scant room to argue against the idea that Black women have faced peculiar challenges in “the land of the free.” Many times, it has appeared that Black women were vilified by Black men and the larger nation on a unending basis. We will examine the Black woman’s plight this week.

Readings: Sojourner Truth – *Ain’t I A Woman?*

Videos: ***Anna Julia Cooper***

Bell Hooks

Alfree Woodard reads Maria Stewart

Mammy, Jezebel, Sapphire, (Stereotyping Black Women)

Eyes on the Rainbow

- You must choose two of the above and issue a separate response paper for each.

Week Ten: 3/24 – 3/30 **The Matter of Race, Patriotism, and Whiteness**

Topic Description This week’s lectures will examine the concept of Race in America. Far too often socially constructed racial designations are never examined. We will examine what does it mean to be “Black” and “white” in an ever-increasing diversifying nation.

Readings: W.E.B. DuBois – *The Souls of Black Folk* (Excerpt) Response Paper Required

Videos: **Crenshaw**
Bell
12 Angry Men

*Choose one to write a response paper.

Week Eleven: 3/31 – 4/6 **The Civil Rights Movement --- Randolph & Houston**

Topic *An examination of the founding fathers of the modern Civil Rights Movement.*

Description The pillars of the Civil Rights Movement – Randolph, Rustin, Houston – have been omitted from a far too hastily developed narrative focused on moderate Civil Rights leaders pursuing integration. We will examine the roots of the modern Civil Rights Movement.

Videos: Awakenings
The Murder of Emmett Till
Fighting Back
Two Societies (Response Paper Required)

Week Twelve: 4/7 – 13 **The Civil Rights Movement**

Topic Description The activist stage of the modern Civil Rights Movement. We will examine the activist stage of a modern Civil Rights Movement that ultimately turned in on itself and began to devour its own for a host of reasons.

Videos: **Make it Plain** (Response Paper Required)
The Time Has Come
A Nation of Law?

Week Thirteen: 4/14 - 20 **Intra-racial Discord --- Moynihan --- Affirmative Action --- Black Power Politics**

Topic This week’s lecture will examine the aftereffects of the Civil Rights Movement.

Description

After two decades of activism in American courts and streets, the Civil Rights Movement's achievements and failings were displayed during the late-sixties and through the seventies. We will take a look at this moment.

Videos: Keys to the Kingdom
Power! (Response Paper Required)

Week Fourteen: Contemporary Problems & Issues

4/21 – 26

Topic

This week's lectures will focus on the complexities facing Black America over the past half-century.

Description

Readings:

Black America has been marred by a myriad of issues over the past half-century. The alluded issues emanate from economics, incarceration, access to education, housing, and health care. We will examine many of these issues that have led to an increasingly divided Black America.

Videos:

Videos

*Crack
Heroin and The War on Drugs
Who ya Wit? (Response Paper Required)*

Assignment (s):

**Final Examination 4/30 – 5/8
Final Examination TBA --- University Final Exam Schedule
will be announced once the Spring Semester begins.**

Student Support and Success

John B. Coleman Library

The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. Phone: 936-261-1500; Website: [J. B. Coleman Library](#).

Academic Advising Services

Academic Advising Services offers students a variety of services that contributes to student success and leads towards graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students get connected to success early in the semester. We help refer students to the appropriate academic support services when the student is unsure of the best resource for their needs. Some students are supported by faculty advisors in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors with Academic Advising Services are available to all students. We are located across campus. You can find your advisor's location by academic major at the [Academic Advising Website](#), Phone: 936-261-5911.

The University Tutoring Center

The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support is offered face-to-face in the [UTC, in virtual face-to-face sessions](#), and through [online sessions at PVPlace](#). Other support services available for students include Supplemental Instruction, Study Break, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: pvtutoring@pvamu.edu; Website: [University Tutoring Center](#).

The Writing Center

The Writing Center provides well-trained peer tutors that assist students with writing assignments at any stage of the writing process. Tutors help students with various writing tasks from understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating sources. Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Student must register for Grammarly by using their student email address. In addition, students have access to face-to-face as well as virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; Website: [The Writing Center](#); [Grammarly Registration](#).

Academic Early Alert

Academic Early Alert is a proactive system of communication and collaboration between faculty, academic advisors, and PVAMU students that is designed to support student success by promptly identifying issues and allowing for intervention. Academic Early Alert helps students by providing a central location to schedule advising appointments, view advisor contact information, and

request assistance. Students who recognize that they have a problem that is negatively affecting their academic performance or ability to continue school may self-refer an Academic Early Alert. To do so, students will log in to PVPlace and click on Academic Early Alert on the left sidebar. Phone: 936-261-5902; Website: [Academic Early Alert](#).

Student Counseling Services

The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Hobart Taylor, 2nd floor; Phone: 936-261-3564; Website: [Student Counseling Services](#).

Office of Testing Services

Testing Services serves to create opportunities by offering suite of exams that aid in the students' academic and professional success. Currently we administer entrance (HESI A2), college readiness (TSI assessment), Prior Learning (CLEP, DSST), and proctored exams. Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; Website: [Testing Services](#).

Office of Diagnostic Testing and Disability Services

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact the Office of Disability Services. As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hardware and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; Website: [Disability Services](#).

Center for Instructional Innovation and Technology Services (CIITS)

Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend college in the traditional manner. The Center for Instructional Innovation and Technology Services (CIITS) supports student learning through online, hybrid, web-assisted and 2-way video course delivery. For more details and contact information, visit: [CIITS Student Webpage](#); Phone: 936-261-3283.

Veteran Affairs

Veteran Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The

Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; Website: [Veteran Affairs](#).

Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center, Rm. 221; Phone: 936-261-1340; Website: [Office for Student Engagement](#).

Career Services

Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Anderson Hall, 2nd floor; Phone: 936-261-3570; Website: [Career Services](#).

University Rules and Procedures

Academic Misconduct (See Student Planner)

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Planner, especially the section on academic misconduct (see *University Administrative Guidelines on Academic Integrity*). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the PVAMU Undergraduate Catalog, Graduate Catalog, and the Student Planner, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed or to have attempted to commit the following academic misconduct may also be subject to disciplinary review and action as outlined in the PVAMU Student Planner.

Forms of Academic Dishonesty:

1. Cheating: Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a “cheat sheet” on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher.
2. Plagiarism: Careless or deliberate use of the work or the ideas of another; representation of another’s work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another’s paper or answers, failure to identify information or essays from the Internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized or

paraphrased in your work; failure to acknowledge the use of another's words with quotation marks.

3. **Multiple Submission:** Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.
4. **Conspiracy:** Agreeing with one or more persons to commit an act of academic/scholastic dishonesty.
5. **Fabrication of Information/Forgery:** Use or submission of contrived, invented, forged, or altered information in any assignment, laboratory exercise, or test; tampering with or production of a counterfeit document, particularly documents which make up the student's academic record. Examples: making up a source or citing nonexistent publication or article; representing made up data as real for an experiment in a science laboratory class; forging a change of grade or student withdrawal record; falsifying any document related to a student academic exercise.

Nonacademic Misconduct (See Student Planner)

The University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, or (2) the ability of students to benefit from the instructional program, or (3) the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Office for Student Conduct under nonacademic procedures.

Sexual Misconduct

Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance (titleixteam@pvamu.edu) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance, or have questions, they may contact the Title IX Coordinator at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at the [Title IX Webpage](#) including confidential resources available on campus.

Pregnancy, Pregnancy-related, and Parenting Accommodations

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Disability Services or the Dean of Students' Office for additional information and to request accommodations. More information can be found at this [webpage](#).

Non-Discrimination Statement

Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation or gender identity in its programs and activities. The University is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of discrimination or harassment, we encourage you to report it. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies, and can be reached at Harrington Science Building, Suite 109 or by phone 936-261-1744 or 1792.

Class Attendance Policy (See Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint. Students can file Academic Complaints and/or Grade Appeals at this [webpage](#).

Technical Considerations

Minimum Recommended Hardware and Software:

- Intel PC or Laptop with Windows 10 or later version; Mac with OS High Sierra*
- Smartphone or iPad/Tablet with Wi-Fi*
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari or Firefox

*Smartphone, Google Chrome books and Android tablets may not be supported. iPads are the only tablets supported.

Note: Be sure to enable Java & pop-ups in the Web browser preferences

Participants should have a basic proficiency of the following computer skills:

- Sending and receiving emails
- A working knowledge of the Internet
- Microsoft Word (or a program convertible to Word)
- Acrobat PDF Reader
- Windows or Mac OS
- Video conferencing software

Netiquette (online etiquette)

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated. Do not use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.” Limit and possibly avoid the use of emoticons. Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and the message might be taken seriously or sound offensive.

Video Conferencing Etiquette

When using Zoom, WebEx or other video conferencing tools, confirm the visible area is tidy, clear of background clutter, inappropriate or offensive posters, and other distractions. Ensure you dress appropriately and avoid using high traffic or noisy areas. Stay muted when you are not speaking and avoid eating/drinking during session. Before class session begins, test audio, video and lighting to alleviate technology issues.

Technical Support

Students should go to the [Password Reset Tool](#) if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services (CIITS) at 936-261-3283 or email ciits@pvamu.edu.

Communication Expectations and Standards

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application such as Word and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, copy and paste to the discussion board.

COVID-19 Campus Safety Measures [NOTE: Delete this section when the COVID-19 pandemic is over]

To promote public safety and protect students, faculty, and staff during the COVID-19 pandemic, Prairie View A&M University has adopted policies and practices for the Fall 2020 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- **Self-monitoring** - Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.
- **Face Coverings** - Face coverings (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain.
- **Physical Distancing** - Physical distancing must be maintained between students, instructors, and others in course and course-related activities.
- **Classroom Ingress/Egress** - Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Students should leave classrooms promptly after course activities have concluded, should not congregate in hallways and should maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- **Face-to-face Class** - To attend a face-to-face class, students must wear a face covering (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office for Student Conduct for adjudication. Additionally, the faculty member may choose to teach that day's class remotely for all students.
- **COVID-19 Guidelines for Student Conduct Adjudication** - The mandatory COVID-19 Training/Certification taken by all students serves as the 1st Warning for violation of COVID-19 Guidelines.
 - 1st incident: upon review of Incident Report and finding of responsibility — Conduct Probation
 - 2nd incident: upon review of Incident Report and finding of responsibility — Suspension
 - Consult the Code of Student Conduct in the Student Planner or [Student Conduct website](#) for additional information on Conduct Probation and Suspension.

- **Personal Illness and Quarantine** - Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities. Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence. To receive an excused absence, students must provide appropriate documentation to the Office for Student Conduct, studentconduct@pvamu.edu.